

School of Nursing Technical Standards

Wichita State University, Undergraduate nursing program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well---honed technical skills. Wichita State University, Undergraduate nursing program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Technical Standards: Wichita State University undergraduate nursing program provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum.

1. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of Wichita State Undergraduate nursing program. The standards are not requirements of admission into the programs and the examples are not all---inclusive.
2. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) required sensory and motor functions; (2) developing communication skills; (3) observational skills; (4) establishing cognitive development to deliver safe patient care; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

Wichita State University nursing program wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008). Wichita State University nursing program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition. Students who believe they are eligible for an accommodation must contact the Office of Disability Services.

Technical Standards Continued:

Sensory & Motor Coordination & Functions

Sensory & Motor Coordination & Functions	Standard	Rationale
<p>Students must be able to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of patients. Some examples of the necessary skills include the following, although the list is not all inclusive.</p>	<ol style="list-style-type: none">1. Perform and /or assist appropriately to administer cardiopulmonary resuscitation (CPR).2. Obtain accurate information from patients using gross and fine motor skills appropriate to the technique required.3. Strength sufficient to move, transfer, and/or position patients or equipment safely under a variety of circumstances. Ability to lift independently or with assistance of a lift team/device for the delivery of general nursing care or in emergency situations.4. Perform and/or assist appropriately with expected procedures, using sterile or clean techniques appropriate to the type of procedure or treatment. Ability to perform nursing skills requiring the use of gross and fine motor	<ol style="list-style-type: none">1. Must be able to administer CPR.2. Use the assessment skills of palpation, auscultation, inspection, and percussion3. Ability to move and/or lift patients using proper body mechanics.4. Demonstrates the ability to perform clinical skills required in the clinical setting.5. Determine changes in skin temperature.

	<p>skills (e.g. IV insertion, venous blood draw, urinary catheter insertion, etc.). A candidate should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients.</p> <p>5. Obtain accurate information from patient assessment using tactile sensory functions.</p>	
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Observation

OBSERVATION	Standard	Rationale
<p>Students must be able to perform observational skills necessary to assess the health needs of clients/patients through auditory, visual, and tactile abilities.</p>	<ol style="list-style-type: none">1. Ability to observe patient conditions and responses to health and illness2. Ability to assess and monitor health needs3. Computational thinking4. Cognitive load management	<ol style="list-style-type: none">1. Nursing student competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients across the continuum2. Use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools.3. Observe a patient during the course of comprehensive or focused assessments.4. Translate data into abstract concepts and understand data-based reasoning5. Obtain and interpret information for evaluation of responses to nursing actions.

Communication

Communication	Standard	Rationale
Students must be able to complete and accurate assessments of client status. Communication includes verbal, reading, writing, non-verbal, and electronic behaviors with patients and the healthcare team that reflect sensitivity, clarity, and mutual comprehension.	<ol style="list-style-type: none">1. Communication abilities for sensitive and effective interactions with patients/clients (persons, families, and/or communities).2. Communication abilities for effective interdisciplinary collaboration with the healthcare team (patients, their supports, other professional and non-professional team members).3. Sense-making of information gathered from communication4. Social intelligence	<ol style="list-style-type: none">1. Must be able to initiate and maintain nurse-patient relationships.2. Must be able to give professional (using standard nursing and medical terminology) verbal and/or written reports to other healthcare team members with clarity.3. Must be able to document accurately and clearly in written and/or electronic format.4. Must be able to accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted {such as TTY} and/or electronic) to patients/clients/the healthcare team.5. Must be able to determine a deeper meaning or significance in what is being expressed.

Cognitive

Cognitive	Standard	Rationale
<p>Students must have sufficient critical thinking skills in the practice of nursing. The student will need to problem solve clinical issues and situations by synthesizing information in an analytical, deliberative, evaluative, and decisive manner. Students must demonstrate the knowledge, skills, and attitude necessary to provide quality and safe patient care in all health care settings.</p>	<ol style="list-style-type: none"> 1. Accurately measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation. 2. Analyze data to prioritize all aspects of the client's health care needs and nursing diagnoses; 3. Use synthesized data to develop a plan and implement nursing interventions relevant to client's needs which integrates client preferences to deliver appropriate, evidenced-based, quality and safe patient care. 4. Demonstrate intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) 5. Demonstrate cognitive abilities related to 	<p>Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care</p> <p>Make proper judgments regarding safe and quality care</p> <p>Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication</p> <p>Literacy in and ability to understand concepts across disciplines</p> <p>Represent and develop tasks and work processes for desired outcomes</p>

	<p>course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student is able to carry out the nursing process in the care of patients.</p> <p>6. Comprehend extensive information from written documents, visual and/or oral presentations, and patient computer information</p> <p>7. Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.</p> <p>8. New---media literacy</p>	
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Behavioral and social attributes

Behavioral and social attributes	Standard	Rationale
<p>Students must possess the emotional stability to enable them to develop therapeutic relationships and successfully communicate with individuals and aggregates from a variety of social, emotional, cultural, and intellectual backgrounds. Students should possess the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity. Students should be emotionally able to handle demanding workloads and to function effectively under stress.</p>	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities 3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross---cultural competency 	<p>Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances</p> <p>Function effectively under stress and adapt to changing environments inherent in clinical practice</p> <p>Demonstrate professional role in interactions with patients, intra and inter professional teams</p> <p>Operate in different cultural settings (including disability culture)</p>